

# WRITING

*DONALD GRAVES -*

*"CHILDREN WANT TO WRITE."*

Castlemaine North PS

Jan 28<sup>th</sup>, 2010

# How do you (as a school) plan and teach writing?

- Is there a common approach?
- Is there a structured plan?
- Do all teachers have the same expectations, beliefs and judgements?
- What is the approach to spelling, editing, publishing, etc?
- How (and when) do you share / celebrate / discuss student writing?

# Agree or disagree?



- ❑ Students should write only if they can publish their writing.
- ❑ Spelling doesn't matter in a first draft.
- ❑ Students should choose most of their own writing topics.
- ❑ Revising and editing are really the same thing.
- ❑ Once a piece is published, spelling and conventions need to be perfect.
- ❑ Revision takes place after the first draft is written.
- ❑ The room needs to be quiet when students are writing.


# What makes 'good' writing?

---

## Turn and talk

- a strategy which enables all students to participate in discussion....everyone has a chance to share their ideas, thoughts and opinions in a 'safe' forum.

(partners can be permanent or flexible)



We have to see ourselves as  
writers if we are to teach writing  
well.

# Remembrance

*For my grandmother*

*Clarice Smith Chapman, 1914–1989*

I remember . . . we collected wild strawberries  
And made mud pies and built  
Block houses and guided  
Our cart down the supermarket aisle  
And picked carrots and washed  
Dishes and baked cookies and cut  
Paper dolls and watched chickadees  
And played checkers and ate scrambled eggs and  
Took our time on the stairs  
And you never told me you were dying.

I wanted the chance to say goodbye.

*Lindsay O.*

# How do kids learn to write?

- <http://todaysmeet.com/writingatcnps>
- Go to the site
- Join by typing in your name
- Write your ideas

# Supportive conditions for writing...

- Time
- Choice
- Response
- Demonstration
- Expectation
- Routines
- Evaluation

Brian Cambourne





# How do *you* plan for writing?

- What do you teach?
- How do you teach it?
- How often do you teach it?
- How do you assess student writing?
- How do you assess your teaching of writing?
- How do you know your students are improving as writers?
- Where do spelling and handwriting fit?

# Writing samples

One day I went to  
daycuer and I brot two  
benebabs.

One was a rabbit and one  
was a duk.

I poot them in my bacpac  
and then when I cam bac  
to my bacpac they wer  
gon.

I lookt evrewer.

The techer poot up a sin  
a bat my benebabs. Thay  
wer mising.


I had a cat.

I like my cat.

My cat is fat.

My cat is good.

Who would  
you  
rather teach?



Try to focus more on what the child  
is trying to do and less on what we  
are trying to teach.

Regie Routman(p.80)

# Authorial v secretarial

## Authorial

- Deals with the organisation of ideas and information
- Communicating ideas, feelings or information
- Identifying an audience
- Knowing how to use writing to reflect ideas and experiences

## Aspects of writing

- Planning
- Composing
- Revising

## Secretarial


- Deals with surface features of writing
- Involves spelling, grammar, punctuation, handwriting, keyboarding
- Recognising that a text must be understood by others

## Aspects of writing

- Recording
- Publishing

# How do you (as a school) plan and teach writing?

- Is there a common approach?
- Is there a structured plan?
- Do all teachers have the same expectations, beliefs and judgements?
- What is the approach to spelling, editing, publishing, etc?
- How (and when) do you share / celebrate / discuss student writing?



Oral language development and literacy skills are closely linked. Poor readers are less experienced as storytellers. Poor writers have good ideas but have difficulty with organisation and structure. Stories are an entryway into reading and writing.

Regie Routman(p 24)